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ABSTRACT

Criteria Statements are provided for elementary, secondary, vocational-technical, and special education in Minnesota. Statements cover educational programs, pupil personnel services, professional personnel, school attendance areas, school district organization, and school finance. The State Board's position statement on the criteria recommendations is included along with a comparison of the criteria with those of 1967. (JD)

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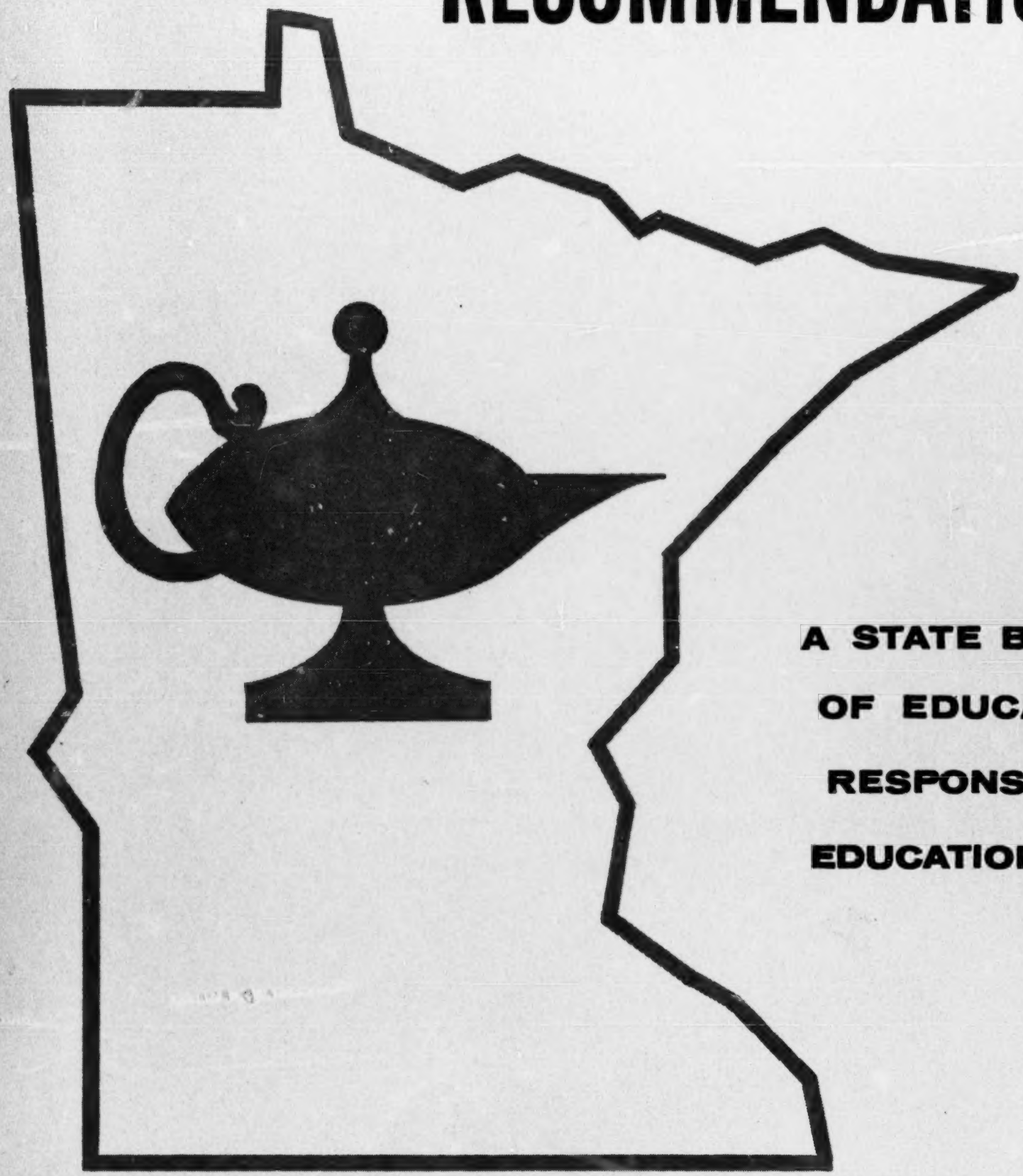
CRITERIA RECOMMENDATIONS



A STATE BOARD OF EDUCATION RESPONSE TO EDUCATION 1967

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CRITERIA RECOMMENDATIONS

A STATE BOARD OF EDUCATION RESPONSE TO EDUCATION 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A Report Submitted to the
Minnesota Board of Education
by the
State Department of Education
June 18, 1968

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CONTRIBUTORS TO DEVELOPMENT OF DEPARTMENTAL CRITERIA

Elementary Education

Farley D. Bright
Gerald Kleve
B. N. Hendrickson
Kenneth Garland
Richard Pearson

Secondary Education

Duane J. Mattheis
E. Raymond Peterson
Philip J. Broen
Edmund C. Lee
Ralph R. Doty
S. Walter Harvey
Eugene Eininger
Gregory J. Waddick
Dale Johnson

Vocational-Technical Education

Robert Van Tries
Joseph F. Malinski
Jane E. Preston
Genevieve L. Olson
Leonard Kodet
H. C. Rustad

Special Education

John C. Groos
Gerald A. Anderson
Irene Herk
Winifred Northcott
Wayne Erickson

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POSITION STATEMENT ON CRITERIA RECOMMENDATIONS ADOPTED BY THE MINNESOTA STATE BOARD OF EDUCATION JUNE 24, 1968

Since October of 1967 the Minnesota State Board of Education has been studying and reacting to *Education 1967, A Statewide Study of Elementary, Secondary, and Vocational Education.* This document, produced by Dr. Otto Domian and the University of Minnesota Bureau of Field Studies and Surveys, has stimulated an extended inquiry by the Board as it participates in dialogue charting future educational directions for the State.

As a consequence of this extended inquiry into the Study and consultation with its authors, the Board has requested that the Department of Education develop a document which would represent Departmental reaction to *Education 1967,* as well as suggesting alternate ways of achieving the generally accepted goals found within its covers.

During the course of the last two months, various members of the Department staff have participated in the planning, discussion, and development of a document which would fulfill the request of the Board. This process has directly involved the participation of Board members on numerous occasions and has resulted in three revisions of the initially developed manuscript. The consequence is the production of *Criteria Recommendations* which today has been officially presented to the State Board of Education.

The general tenor of this document is that the prime consideration regarding educational change must focus upon educational program. As is stated in the Foreword to *Criteria Recommendations,* "all dialogue regarding desirable school size, desirable district size, and methods of financing must be grounded in a commitment to offering an educational program of a certain magnitude and quality to the student population to be served." It is held that unless this is the objective towards which all efforts are directed, much of the activity in connection with *Education 1967* has been futile.

Having identified desirable elementary, secondary, vocational-technical and special education programs, *Criteria Recommendations* proceeds to suggest necessary elements of pupil personnel services, professional personnel, school attendance areas, school district organization, and school finance which must exist if the desired educational program is to be offered at each of these levels. The effort, herein, is to suggest the highly dependent and sequential relationship which exists among these elements which, unfortunately, are often discussed in a fractionalized fashion.

In many respects the content of *Criteria Recommendations* parallels the nature of suggestions found in *Education 1967,* thus further supporting the perceived validity of that document. In some areas the Department criteria exceed those found in Dr. Domian's report. Notable instances of this situation are found in:

1) The delineation of a desirable secondary school educational program.
2) While the 80 courses suggested as a minimum in *Education 1967* is accepted, 145 curricular offerings have been identified as desirable.
3) The recommendation that
   a) Junior high schools should normally have no fewer than 800 students.
   b) Senior high schools should normally have no fewer than 700 students.
   c) Six-year secondary schools should normally have no fewer than 900 students.
4) School districts, if they are to have the range of desirable courses, services, and personnel, should normally enroll no fewer than 3,000 students.

The State Board of Education has studied these and other recommendations with considerable intensity. It has participated in the revision of the recommendations and has encouraged the development of some which were not in the purview of the original drafts.

Consequently, the State Board of Education today, June 24, 1968 officially accepts and adopts *Criteria Recommendations* as representative of its posture in the matter of structuring educational change within the State. While realizing that there are a number of specific matters within *Criteria Recommendations* still demanding of resolution through the process of further discussion and inquiry, the State Board of Education finds itself in general agreement with the major themes of the document and recommends them to the citizens of Minnesota for their consideration and response.

PART I

FOREWORD

In June of 1966 the State Board of Education contracted with the University of Minnesota Bureau of Field Studies and Surveys for an extensive and exhaustive study of elementary, secondary, and vocational-technical education in the State of Minnesota. The end-product of this activity was the publication of *Education 1967, A Statewide Study of Elementary, Secondary, and Vocational-Technical Education in the State of Minnesota.*

This 440 page document has resulted in widespread discussion of the desirable directions in which education should be moving in the State. Those recommendations relating to the need for school district reorganization and revised methods of financing public education have generated the most intense of such discussions. Unfortunately, it is not possible to discuss these matters in the abstract, for such inquiry must be related to the basic question of: "What do we propose to do for our students through the educative process?"

In other words, all dialogue regarding desirable school size, desirable school district size, and methods of financing must be grounded in a commitment to offering an educational program of a certain magnitude and quality to the student population to be served.

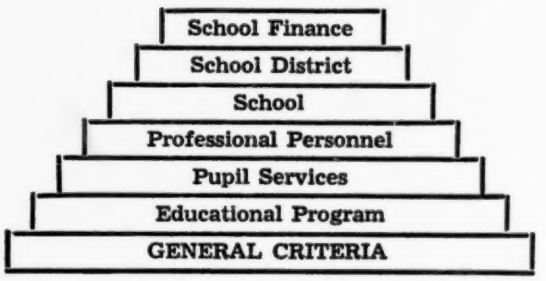
Realizing this to be the case, the Minnesota Board of Education has requested that the Department of Education subject the entire range of recommendations in *Education 1967* to intensive analysis and submit to the Board a set of concise Departmental criteria which would provide the basis for a somewhat more specifically focused discussion regarding education in the State of Minnesota.

This report represents the Department's effort to fulfill that charge. For purposes of simplifying discussion it is divided into four basic parts — elementary, secondary, vocational-technical, and special education. This division, while leading to more convenient discussion, should not blur the fact that immense interdependencies exist among these four educational sub-systems; indeed, one cannot have a truly effective system of statewide education unless all of these sub-systems are accorded similar respect and provided comparable and necessary support.

Within each of the four sections descriptive of these sub-systems of the general educational system, there is a similar style of presentation. Having identified a general criterion statement indicative of the total responsibility of that sub-system, the report proceeds to make statements in the following areas:

Educational Program
Pupil Personnel Services
Professional Personnel
School Attendance Areas
School District Organization
School Finance

Viewed by rectangular levels, the structure may be considered in seven steps:



It is held that discussion of any level of this structure must be grounded upon explicit understanding of that lower level upon which it is based. As an example, we cannot discuss desirable school sizes unless we have clearly identified the program, and necessary personnel contributing to establishment of an adequately sized school system.

For purposes of providing additional assistance to the reader of this document, it should be noted that:

1. The verbs *should* and *shall* have been used with deliberate caution. Statements using the word *shall* are descriptive of conditions already existing in Rules and Regulations or Statute.

   Statements using the word *should* are descriptive of conditions which the Department feels should be effected by Rules and Regulations or by Statute.

2. As implied above, several of the statements in each section are currently found in Rules and Regulations or in Statute. This material has been included for purposes of developing logical and comprehensive presentations in each of the areas. Such statements are identified by the use of both the verb shall and an asterisk preceding the text.

It is hoped that the reader will find this a cogent and understandable statement of the Department of Education's position regarding some of the salient features found in *Education 1967*.

Commissioner of Education

PART II

CRITERION STATEMENT FOR ELEMENTARY EDUCATION IN THE STATE OF MINNESOTA

Criterion Statement

Each elementary school shall provide a flexible and comprehensive program of basic education designed to meet the needs, interests, and abilities of all children, and to prepare them for secondary education and participation in an increasingly complex society.

Program Statements:

1. Each elementary school should be in a school district which provides a comprehensive educational program from kindergarten through grade 12. The district should make provisions for the downward extension of the elementary school through development of a pre-kindergarten program. (see item 9, page 408 of *Education 1967)*

2. Each elementary school should provide for individualized instruction, flexible grouping and classroom organization patterns, enrichment, differentiated instructional materials, and adequate and suitable facilities designed to promote and implement the educational program.

*3. Each elementary school shall provide a program of basic instruction in grades one to six in the following areas:

Language Arts

Reading — Includes developmental, recreatory remedial phases.

Library — Provides instruction in the use of source materials.

Language, Handwriting, and Spelling — Assists pupils to develop ability to express ideas, listening skills, and good oral and written communication skills.

Arithmetic (Mathematics)

Social Studies — Includes history, geography, citizenship and economics.

Science and Conservation — Includes science lab experiences utilizing the scientific method, problem solving, and inquiry techniques.

Fine and Practical Arts — Includes art, music, creative dramatics, and crafts.

Health, Safety, and Physical Education

(see item 11, page 378 of *Education 1967)*

4. Each elementary school should provide a summer school which includes remedial and enrichment programs and extensive utilization of resource personnel, field trips, and community recreation facilities. (see item 18, page 379 of *Education 1967)*

5. Each elementary school should provide opportunities for special pupil interests and abilities beyond the basic instructional program. Opportunities should include: (see item 13, page 408 of *Education 1967)*

a. Foreign language.
b. Vocal music and individualized instrumental music.
c. Accelerated or enriched programs for the academically able student.
d. Supplementary programs making extensive use of available community resources. (field trips, resource personnel, and recreation facilities)

6. Each elementary school should provide a kindergarten program after July 1, 1971 for all children of eligible age and should provide for a downward extension of the elementary school through development of a pre-kidergarten program. (see item 4 on page 378 and items 3 and 9 on page 408 of *Education 1967)*

*7. Kindergarten instruction shall consist of a series of experiences which assist the child in adapting to home-school-community environment and promote the development of positive emotional and attitudinal behaviors. The program should include:

a. Development of problem solving skills.
b. Stimulation of a desire to learn and development of good work and study habits.
c. Encouragement of creative expression.
d. Experiences as a member of groups in both leadership and participant roles.
e. Opportunity for development of self discipline.
f. Experiences which promote physical development and acceptable health and safety habits.

8. Each elementary school should provide a comprehensive testing and screening program which will facilitate the proper identification of student abilities, interests and disabilities and will assure the development of programs and services designed to meet the needs of all individuals. The diagnostic testing program should be capable of identification of learning difficulties in all the basic skills. This program should begin at a pre-school age level and continue throughout the elementary school years.

Referral to remedial services and remedial instruction should be guided by the diagnostic testing program. Provisions for a student evaluation and guidance program should be made by each elementary school. The continuing evaluation process should be a basis for the individualization of instruction and proper grouping of students.

9. Each elementary school should be involved in a program of curriculum evaluation and development which includes identification and development of instructional materials beneficial to the learning process.

10. Each elementary school should have an adequate Learning Resources Center accessible to all children on a year round basis. The Learning Resources Center should contain materials meeting a wide range of student abilities and interests, and should include the services of appropriate professional personnel.

11. Each elementary school should provide a daily school lunch and milk program to which all children have access.

12. Each elementary school should provide:

a. A minimum school year of 175 instructional days through the 1969-70 school year and 180 days commencing with the 1971-72 school year for kindergarten through grade 6.

*b. A minimum instructional day of 2½ hours for kindergarten, 5 hours for grades 1, 2 and 3, and 5½ hours for grades 4, 5 and 6 throughout the school year.

Pupil Services Statements:

1. Each elementary school should make available services necessary to develop a program of basic education for all pupils and suitable special education services for exceptional children, handicapped and gifted. It should meet the needs and interests of all pupils and the needs of the community served.

2. Each elementary student should have the advantage of a testing and screening process designed to identify his unique strengths and weaknesses. The testing and screening process should result in the proper medical and supplementary educational services for the child.

3. Each child should have the following services available:

a. Diagnostic services
b. Guidance and counseling services
c. Psychological services
d. Health services
e. Social worker services

Professional Personnel Statements:

1. Elementary school teachers of the state should be four year graduates of an accredited elementary teacher education program, be properly certificated, properly assigned and should have access to a continuing program of district supported in-service education designed to improve the instructional program. (see item 15, page 379, *Education 1967)*

2. Kindergarten and pre-kindergarten teachers should be four year graduates of an accredited nursery, kindergarten and primary training program, be properly certificated and should have access to a school district supported program of in-service education.

3. Certificated elementary teachers assigned to teach a specific subject matter area one-half time or more should have an undergraduate minor or more in their assigned field of instruction. (see item 10, page 378 of *Education 1967)*

4. Elementary school subject matter specialists without specific training in elementary education should hold a major in their field of instruction and earn twelve quarter credits in elementary education within two years following date of employment. (see item 10, page 378 of *Education 1967)*

5. Life certification of elementary teachers should be discontinued.

6. The elementary teacher should complete a Master's degree or Fifth Year Program, *appropriately related* to his instructional responsibilities, within a seven calendar year period following initial certification. Re-certification should be based on institutional recommendations.

7. Each elementary school should provide pupil access to the following properly certificated staff to adequately meet the needs of the student enrollment: (see item1, page 407 of *Education 1967)*

a. Remedial reading specialist
b. Librarian
c. Nurse
d. Speech therapist
e. Social worker
f. Psychologist

8. As elementary guidance counselors become trained and a certification program is developed, more comprehensive guidance and counseling services should be made available to elementary students. (see item 8, page 378 of *Education 1967)*

9. Each elementary school should have a non-teaching, properly certificated principal who should serve no more than two elementary schools. (see item 12, page 378 and item 4, page 408 of *Education 1967)*

10. As an assurance that students will be instructed by teachers who maintain a continued interest and enthusiasm for their profession, students should be exposed to teachers who are differentially assigned according to their teaching talents, the varying nature of their teaching responsibilities, and needs of students. Team teaching, master teachers, and selective assignment to particular schools are examples.

11. The total professional staff of each school district should reflect a ratio of not more than 20

students for each professionally certificated staff member.

12. Special teachers should be provided to conduct enrichment or accelerated programs for the gifted student.

School Statements:

1. The elementary school (K-6) should have a minimum of seven certificated classroom teachers, at least a half-time, non-teaching, certificated principal and other professional personnel available as needed. A desirable elementary school should have at least twelve elementary teachers, one kindergarten teacher, a full-time certificated principal, and other professional personnel as needed. (see item 1, page 407 of *Education 1967)*

2. Elementary schools organized on a K-3 or K-4 organizational pattern should have a minimum of two teachers per grade level.

3. Each elementary school should provide a building and site that are safe and healthful, adequate in size, and provide the necessary classrooms and facilities to accommodate the enrollment and the educational program. Each elementary school building should include:

a. A well equipped Learning Resources Center, with provisions for viewing, listening and conferences.
b. A gymnasium or gymnasiums with adequate teaching stations to assure every child a minimum of 30 minutes daily of physical education.
c. Lunchroom facilities adequate to accommodate the enrollment.
d. Administrative offices, guidance offices, health offices, remedial and conference spaces.
e. Sufficient student and teacher storage spaces and sufficient lockers, wardrobes or cloak rooms for pupil's wraps, and small work rooms for student use.
f. A teacher's workroom and materials center.
g. Supplementary classrooms that are well equipped for special instruction in science, art and music. (see item 22, page 379 and item 8, page 408 of *Education 1967)*

6. Kindergarten through grade 3 enrollments should not exceed 25 per class. Grade 4 through 6 enrollments should not exceed 30 per class. (see item 7, page 378 of *Education 1967)*

7. Kindergarten facilities should be incorporated within a structure designed for a comprehensive elementary program.

8. No elementary student should be required to ride on a bus any longer than one hour in transit to or from a school per day.

School District Organization Statements:

1. The first goal in establishing sound school districts should be to provide a comprehensive educational program, a full range of pupil personnel services, special education programs and appropriate administrative leadership.

2. An elementary enrollment (K-6) of 175 will meet the minimal school needs; an elementary enrollment (K-6) of 350 pupils will satisfy the desirable requirements for establishing a reasonably efficient elementary school in a school district. (see item 2, page 378 of *Education 1967)*

3. Every school district, in addition to meeting the school requirements, should provide the following district wide staff and services:

a. A superintendent with responsibility for providing appropriate curricular and business services.
b. Diagnostic and pupil personnel services including the availability of personnel such as a psychologist, a social worker, and health specialists.

4. No elementary student should be required to ride on a bus more than one hour each way to an elementary school in the school district.

5. Regardless of the size of the elementary school within the school district, all programs, services, personnel, and facility requirements should be satisfied.

6. For a district to maintain the above staffing level, in an educationally comprehensive and a reasonably economical manner, a minimum K-12 enrollment of 3,000 students is required. Such a district might be expected to contain four to eight elementary schools.

School Finance Statements:

1. The State should continue to recognize education as a state responsibility and should adopt the philosophy of providing equal educational opportunity through major state support of education in combination with taxes from the local districts.

2. The state support formula should contain incentive factors encouraging quality education.

3. The state support formula should contain provisions recognizing that some pupils require substantially increased expenditures in order to assure equal education opportunities. Additional state support should be allowed to districts with a high incidence of socio-economic and other factors contributing to cultural deprivation, as well as districts with unusual demographic and geographic conditions.

4. The State should provide aids based on an index appropriate to the district whereby the State pays at least 50 percent of the statewide total cost of public education in K-12 including maintenance, capital outlay, debt service, transportation, and special education.

5. Each elementary student in ADM should be weighted at 1.0 and each kindergarten — prekindergarten student at .5, with full day kindergarten pupils attending five days per week weighted at 1.0.

PART III

CRITERION STATEMENT FOR SECONDARY EDUCATION IN THE STATE OF MINNESOTA

Criterion Statement

The secondary educational program must prepare students for post high school education and subsequent employmnt of all types or for entry into work opportunities upon completion of high school. Secondary education must also seek to provide the knowledge and experience which will equip students to become effective citizens and to lead satisfactory and constructive lives.

Program Statements:

1. Secondary schools must provide students differentiated programs appropriate to their needs.

2. Such programs should demonstrate a comprehensiveness of emphasis allowing students to develop their innate talents and pursue their individual interests.

3. The increasing variety of work opportunities available to youth, either following high school, or preferably following additional education requires a comparable broadening of the secondary school program.

*4. While preparation for the world of work is one of the school's responsibilities, it must also contribute to development of a citizen who will be in possession of a range of competencies and interests allowing him to fully and responsibly participate in society.

5. As a result of the comprehensive and expanding nature of the school's responsibilities, it is held that no secondary school can fully discharge its task unless so structured as to allow students access to a minimum of 80 curricular offerings during the grade 7-12 experience. (see *Education 1967)*, page 409).

6. While recognizing that the junior high curriculum prescribes exploration in a variety of areas and thus leaves students with little freedom to elect alternative curricular offerings, it is held that the following represents a *range of required and elective offerings which should be available to pupils:*

Grade 7

Required

+English
+Social Studies
+Science
+Physical Education and Health
+Mathematics
+Music
+Art
+Home Economics

Electives

+Chorus
+Band
Orchestra
Foreign Language
Communications (Speech, Developmental Reading, Remedial Reading)

Grade 8

Required

+English
+Social Studies
+Science
+Physical Education and Health
+Mathematics
+Music
+Industrial Arts (or Agriculture)
+Home Economics
+Art

Electives

+Band
+Chorus
Orchestra
Foreign Language
Communications (Speech, Developmental Reading and Remedial Reading)

Grade 9

Required

+English
+Social Studies
+Science
+Physical Education and Health
Mathematics
+a. Algebra
+b. General Mathematics

+Plus sign denotes those offerings which are included in a representative master schedule for a high school providing the curricular minimum of 80.

Electives

+Home Economics
+Industrial Arts
+Band
+Chorus
Orchestra
+Agriculture
Typing
Foreign Language
Communications (three offerings)
Art
Driver Training

7. Having provided students with both prescribed and elective exploration in the junior high, the senior high must provide greatly expanded opportunity for the student to participate in elective educational opportunities. The following offerings are descriptive of those to which it is held a student should have access.

Grade 10

Required

+English
+American History
+Physical Education and Health

Electives

+Geometry
Algebra
+Speech
+Biology
College Biology
++Foreign Language (two modern foreign languages available for a three year sequence)
Art
Music
+Band
Orchestra
Vocal Music
Business Practice
+Typing
+Home Economics
+++Industrial Arts (at least three offerings available for a three year sequence)
+Agriculture (agribusiness, agricultural occupations, and production agriculture)
Driver Training
Journalism

Grade 11

Required

+English

Electives

Humanities
College English
American History
+World History
Advanced Placement History
Economics
+Physics
College Physics
Physical Education
Geometry
+Advanced Algebra and Trigonometry
Music
+Band
Orchestra
Vocal Music
+Office Practice
+Shorthand
+Bookkeeping
Retailing
Typing
+++Industrial Arts (at least three offerings resulting in a three year sequence)
+Agriculture (agribusiness, agricultural occupations, and production agriculture)
++Foreign Language (two modern foreign languages resulting in a three year sequence)
Art
+Speech
+Home Economics
Journalism
Driver Training

Grade 12

Required

+English
+Social Studies

Electives

Social Science
Sociology
Psychology
Economics
College English
+Chemistry
Physical Education
+Consumer Mathematics
+Advanced Topics in Mathematics (including some of the following: analytic geometry, probability and statistics, functions, modern algebra, computer mathematics, and calculus for advanced placement.)
Probability and Statistics
Technical Mathematics
College Algebra
++Foreign Language (at least two modern foreign languages culminating the three year sequence)
Music
+Band
Orchestra
Vocal Music
Note Taking
Typing
+Shorthand
Record Keeping
Elementary Accounting
+Distributive Education
Occupational Relations

+++Industrial Arts (at least three offerings culminating the three year sequence)
+Agriculture (agribusiness, agricultural occupations, and production agriculture)
+Home Economics
Art
Driver Training
Journalism
+Speech

8. *It should be noted that this listing of offerings to which students should have access totals 53 in the junior high and 92 in the senior high school. Obviously, the resultant total of 145 curriculum offerings regarded as desirable is well above the number of 80 such offerings identified as the minimum acceptable.*

9. The provision of even the minimal level of 80 curricular offerings demands the existence of a well equipped and well staffed library, or more broadly interpreted, Learning Resources Center. Secondary schools should aspire to meet the standards of the American Library Association and in no cases fall below the standards set by the Learning Resources Unit in *Rules and Regulations,* pp. 6-8 and pp. 146-148.

10. As a result of the continuing expansion of learning and experience demands upon youth, all secondary students should have access to summer school programs broadly interpreted as academic, vocational, cultural, or recreational.

11. It is furthermore held that, related to the academic program, there must exist a co-curricular program providing students with experiences in a variety of areas. Co-curricular activities to which students should have access include:

a. Intramural athletics for boys
b. Intramural athletics for girls
c. Inter-scholastic athletics, speech, and music
d. Subject area clubs
e. Service clubs
f. Hobby clubs

Pupil Services Statements:

1. Every secondary student should have access to a certificated guidance counselor. Counselors should be provided at the minimum reimbursable ratio (N.D.E.A. V-A) of one to every 460 students. Recognizing the minimum level of service which may be provided under this condition, counselors should rapidly be provided at a ratio of one to every 400 students. Even this ratio is exceedingly submarginal and should rapidly be replaced by the more realistic ratio of one to every 300 students.[1]

2. Every secondary student should have access to a school social worker. The minimum acceptable level for social worker availability should be one to 1,500 students.[1]

3. Every secondary student should have access to a school nurse. The minimum acceptable level of this personnel availability should be one to 1,500 students.[1]

4. Every secondary student should have access to a school psychologist responsible for the diagnosis of learning difficulties or student potential.

5. In order that the student may derive full benefit from the availability of these personnel, they should be provided adequate clerical staff contributory to their efficient performance.

6. Recognizing the wide range of the school's responsibility for student welfare and the restricted types of personnel available to it, deliberate efforts should be made to supply the pupil with the benefits resulting from a creative fusion of the resources of the school and other appropriate agencies. In no instance should a student be required to go without necessary services because of his geographic location or the organization of his school.

Professional Personnel Statements:

*1. Every secondary student shall enjoy the benefits of being instructed by a teacher whose qualifications upon entry into the field shall be no less than a Bachelor's Degree.

*2. Junior high students shall be instructed by teachers possessing a major in the larger area of their teaching load, and a minor in the lesser area of their teaching responsibilities. The minor shall be upgraded to a major no less than seven years following certification for those Minnesota teachers certificated following September 1, 1966, unless the teacher has graduated from a program as described in Education 281 k. *Rules and Regulations.*

*3. Senior high students shall be instructed by teachers whose greater teaching load occurs in the area of a major field of preparation, with lesser teaching responsibilities occurring in a minor field of preparation. Teachers requesting certification following September 1, 1966 shall upgrade minors to majors in no less than seven years.

4. Secondary students should be provided the benefits accruing to instruction by teachers who either:

a. enter the field with a Master's Degree in their teaching specialty or have completed a Fifth Year Program appropriately related to assigned classroom responsibilities or
b. secure a Master's Degree or complete an appropriate Fifth Year Program within no less than seven years following entry into the field.

*5. Secondary students should be enrolled in schools in which all administrative and student personnel staff members have completed a preparation

[1]Note: Recommended ratios of personnel availability derived from practice and the suggestions of national professional associations.

program appropriate to their responsibilities and in conformance with State Department Rules and Regulations.

6. Secondary students deserve assurance of competent, current instruction as a result of their teachers being exposed to a continuing, meaningful in-service development experience provided by the employing district.

7. As a guarantee of their teachers' currency and competency, secondary students should be taught by teachers who receive continuing recertification throughout their professional experience, and demonstrate evidence of continued professional growth thus eliminating the practice of granting lifetime certificates. All teaching certificates are subject to renewal requirements established by the State Board of Education.

8. Since the quality of the secondary student's school experience is dependent on both availability and involvement with a variety of professionals on a reasonably personal and effective basis, the ratio of students to the total professional staff should not exceed 20 to 1.

9. In order that students may fully profit from the availability of professional personnel, such personnel should be provided with an appropriate component of classroom aides and clerical personnel.

10. As an assurance that students will be instructed by teachers who maintain a continued interest and enthusiasm for their profession, students should be exposed to teachers who are differentially assigned according to their teaching talents, the varying nature of their teaching responsibilities and needs of students. Team teaching, master teachers, and selective assignment to particular schools are examples.

11. Since the quality of the secondary pupil's education is dependent on appropriate quantities of time exposure to instructional materials and professional staff, it is held that students should have access to staff members no fewer than 175 days by the 1969-1970 school year. It is furthermore held that this standard should be increased to 180 days by 1971-1972.

12. Gifted students should have access to special teachers for enrichment or accelerated programs.

School Statements:

1. Fifteen percent of the existing school districts enroll 60% of the secondary students in Minnesota where a minimal 80 to broad range of courses is available. *If all secondary pupils are to have access even to a minimal level program of 80 curricular offerings, the school population must substantially exceed that of 85% of our existing secondary school districts which currently enroll 40% of the students* (see tables 19-20, pp. 74-76 of *Education 1967*).

2. Secondary enrollments of not less than 1,500 consistently and economically provide pupils access to the *80 curricular offerings regarded as minimally acceptable.*

3. Secondary pupils are entitled to instruction by teachers whose aggregate daily class preparations should, on an average, total no more than two (see table 65, page 203 of *Education 1967*).

4. Secondary students deserve access to teachers whose level of preparation is sufficient to ensure their professional competence (see table 64, page 201 of *Education 1967*).

5. Secondary students and their teachers should be housed in facilities conducive to flexible grouping and scheduling, the utilization of modern educational technology, and safe, pleasant living conditions.

6. Provision of pupil personnel benefits in the areas of health, psychological, and social services demands a secondary student population of no fewer than 1,500 to be efficiently offered.

7. Only secondary enrollments of 1,500 consistently assure that students will have the access which they deserve to minimally sufficient curricular offerings, pupil personnel services, and professional instructional staff.

8. For the reasons identified in items 1-7, it is held that:

   a. junior high school attendance units (grades 7-9) should enroll no fewer than 800 pupils. Only eight percent of those pupils completing ninth grade will not complete high school. Senior high schools (grades 10-12) should enroll no fewer than 700 pupils. This standard would accommodate itself to the current eight percent attrition of student population in grades 9-12.
   b. six year secondary schools should enroll no fewer than 900 pupils, assuming that a district will have no fewer than two such schools.
   c. unique administrative arrangements categorized as middle schools should enroll no fewer than 150 pupils per grade.

9. It is recognized that several Minnesota counties, such as Cook, Koochiching, Lake of the Woods, etc. have populations so sparsely distributed as to demand qualified exclusion from the enrollment standards identified in item 8. The identification and authorization of these deviations should be the responsibility of the Department of Education.

10. Since the formation of school districts of a size sufficient to provide an adequate number of curricular offerings will demand collection of pupils from fairly extensive areas in some parts of the State, it is the responsibility of all school districts to provide pupils with adequate transportation arrangements. However, no pupil should be required to ride a bus any longer than one hour in transit to or from a school per day.

11. A concomitant condition to item 8 is that an assemblage of elementary schools will supply the 1,500 pupils necessary to development of comprehensive secondary programs.

School District Organization Statements:

1. Provision of comprehensive secondary curricular programs offered on a reasonably economical basis requires a pupil population of no fewer than 1,500.

2. Maintenance of a secondary program enrolling 1,500 pupils demands a grouping of elementary schools enrolling a total of at least 1,500 pupils.

3. As a result of these prior conditions, it is held that a school district should enroll no fewer than 3,000 pupils.

4. Efficient provision of adequate pupil personnel services to the 20 percent of the pupil population who are physically or mentally handicapped demands a total student population of between 3,000-4,000.

5. Although the sparse population distribution in some Minnesota counties may be such as to require schools of a size adjusted from the standards proposed, this condition should not result in many substantial deviations from the recommended minimum school district size of 3,000.

6. It is held that the school district reorganization necessary to achievement of districts of a minimally acceptable size should be attained no later than 1975. In the interim, the Commissioner of Education should withhold approval of those proposed consolidation plats which would not assure development of districts consistent with emerging definitions of a well-organized district.

School Finance Statements:

1. Secondary students, regardless of their geographic location in the State, are entitled to comprehensive curricular programs, pupil personnel services, and competent professional instructional staff.

2. Secondary students should not be denied the benefits of an adequate educational experience because of the accident of residence in a school district lacking sufficient resources to financially support a comprehensive program.

3. The State has a growing responsibility to provide an increasing share of the financial support for education.

4. There should be a high degree of relationship between state aid and local effort as foundation aid should be based on principles of equalization. Careful evaluation of existing and proposed state aids is necessary to provide fair and just support appropriate to local conditions.

5. The continuing costs of providing a comprehensive and adequately staffed secondary program should not be related to local conditions influencing average daily attendance ratios; therefore average daily membership should be a factor in determining pupil units.

6. School plants are an integral and vital part of the comprehensive educational program. The State has a responsibility to contribute financial support to local capital outlay and debt service requirements through the foundation aid program.

7. The declining differential between the costs of elementary and secondary education should be reflected by reducing the weighted pupil unit differential from 1.5 to 1.0 (secondary-elementary) to 1.25-1.0 (secondary-elementary).

8. Since the quality of the secondary student's school experience is logically dependent upon the professional competence of the school staff, the number of days of instruction offered him, the ratio of staff to students, and the adequacy of his school district's organization, it is reasonable that the adjusted state foundation aid formula should reflect compliance with desirable standards in these areas.

9. As a result of existing conditions creating unique school district characteristics demanding of increased educational expenditures, certain school districts should be provided additional state foundation aid for educational overburden.

PART IV

CRITERION STATEMENT FOR VOCATIONAL-TECHNICAL EDUCATION IN STATE OF MINNESOTA

Criterion Statement:

The vocational educational program of Minnesota public schools consists of both secondary and post-secondary training. It must provide adequate and timely preparatory and supplementary training, as well as job retraining for occupational entrance, re-entry, and advancement for all types of students served, including those with special needs or displaying the characteristics of being economically, socially or culturally disadvantaged.

The task of planning, developing and carrying on the vocational-technical program to prepare the nation's work force is a continuing responsibility and challenge to the vocational leadership of the nation. Today's world owes much of its material progress and development to the highly skilled and knowledgeable worker who was trained in the vocational programs of yesterday's world. Tomorrow's world will be shaped in the image of the youth and adults that we educate today in the high schools and area vocational-technical schools as well as the colleges. At all times the aim shall be to meet fully our obligation to educate for vocational, civic, and personal competence.

Program Statements:

*1. Vocational Programs shall be provided that are:
   a. based on established needs with a minimum of overlap or duplication of offerings among public schools within regions of the State.
   b. structured to meet current and recurring employment needs typical to large portions of the labor force.
   c. designed as specific skill training for limited but contemporary employment opportunities.
   d. arranged for unique local or regional needs.
   e. identified as experimental or pilot projects based on projections and changes evident through surveys and cooperation with business and industry.

*2. Vocational-technical programs shall be flexible and adaptable to provide for the changing and verified needs of youth, business, and industry. Therefore, the curriculum must be:
   a. short and intensive, to meet specific but limited needs for job entrance and/or promotion.
   b. extensive in content and time to meet the needs of beginning or experienced workers for occupations demanding a high degree of skill and technical knowledge.
   c. broad in technical content with emphasis on related subject matter including communication, science, mathematics, occupational processes and practices, and human relationships.
   d. remedial, as demanded by the needs of particular students.

*3. Vocational training provided shall reflect occupational trends, meet the changing needs of local and statewide job requirements, and encourage responsible citizenship.

*4. Vocational curriculum content shall be based on the skills and knowledge required in the occupations and will be developed and conducted in consultation with persons actively engaged in the occupations.

*5. Vocational-technical programs shall be planned and structured through the State Plan for Vocational-Technical Education as approved by the State Board of Vocational Education.

6. Work-study and Cooperative-Part Time Programs providing practical experience and earning while learning should be encouraged.

7. Vocational offerings should be determined in accordance with local, area and State needs and interests, and the facilities provided.

8. Vocational programs should be articulated between levels (secondary, post-secondary, and adult) and the emphasis on meeting employment needs.

9. Vocational programs at the secondary school level should be preparatory and developmental.

10. Vocational programs at the post-secondary level should be preparatory and developmental.

11. Vocational programs at the adult level provided by public schools should be preparatory and supplementary.

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[1]For an example of the range of courses currently available through area vocational-technical schools, see Appendix B.

12. Out-of-school youth including high school graduates and dropouts should be provided vocational educational opportunities through existing and expanded secondary school and area vocational-technical school programs.[1]

*13. The student shall, within the limits of his ability and his employment choices, be provided placement opportunities in the occupation for which he was trained. No vocational or technical curriculum can be justified unless it prepares students for employment in one or a cluster of occupations. However, during times of high employment, actual employment of a student is not sufficient proof of the course value. Periodic surveys should be conducted asking both the former student and the employer to evaluate the contribution of the instruction to the competency of the worker. In addition, continuous coordination with industry should be maintained so that changes in industrial requirements or shortcomings of the educational program may be immediately pinpointed and relayed to the school. Persons responsible for this coordination should have adequate occupational experience, plus professional training, in order to understand the process involved.

Pupil Services Statements:

*1. Every vocational student shall have access to certificated personnel capable of job, occupational, and general guidance counseling.

*2. Placement and follow-up services shall be provided for every vocational student.

3. Every vocational student should have access to a school nurse.

4. Each area vocational-technical school shall develop and enforce standards of housing and food services for the protection of its non-resident students.

5. Sufficient learning stations and special facilities shall be provided to satisfy the program offered students. It is held this means 15 learning stations as a usual minimum number per program for area vocational-technical schools and vocational offerings.

6. Special services extended to students in area vocational-technical schools and other vocational programs should include opportunities for participation in co-curricular and club activities.

7. Transportation of students to and from a vocational program should be the responsibility of the local board of education sending students (district of residence) but should be coordinated or under agreement with the host school board (district providing instruction). Those standards pertaining to secondary student eligibility for transportation should also be applicable to vocational students.

*8. Instruction in occupational skills requires equipment and space comparable to the facilities with which a student will be working when he is employed. Through constant appraisal of developments in the occupation, vocational programs must evaluate equipment and facilities. Equipment used must be of high quality in order that it may meet the needs of the learner in providing learning experiences similar to those he will encounter in his occupation.

9. Designated area vocational-technical schools should include work adjustment centers to provide diagnostic, counseling and evaluative services and vocational training opportunities for the entire range of in-school and out-of-school persons with special needs.

10. Opporunities should be provided for developing creative use of leisure time.

11. Vocational high school students should enjoy the same access to services as is available to non-vocational students.

Staff Personnel Statements:

*1. Every student participating in a vocational program shall be provided instruction or training by a properly certificated vocational teacher.

*2. Vocational students shall be provided competent, current instruction as a result of exposure to teachers who participate in continuous in-service training.

*3. Certification of all teachers shall be on a basis of periodic renewal qualifications to guarantee all students currently trained, competent teachers. No certificate shall be issued for a period longer than five years. All certificates are subject to renewal requirements established by the State Board of Vocational Education.

4. An adequate staff of aides and clerical personnel should be provided so that students obtain maximum training and instructional benefits through appropriate utilization and assignment of teachers.

Organizational Statements:

*1. Vocational programs offered by secondary schools shall provide approved training for residents of a particular school district.

*2. Area vocational-technical schools shall provide instruction only in State-approved program areas. Such schools are to be designated and established as approved by the State Board of Vocational Education in accordance with the State Plan for Vocational Education.

3. Vocational programs should be available to all high school pupils in the State. The facilities for these programs should be provided by local boards of education for use primarily by in-school youth during normal day-school hours with the provision for use by adults and out-of-school youth during other hours.

4. Major consideration should be given to establishing vocational-technical schools which will con-

tribute to the economic development of the region and the State.

5. Work adjustment centers should be developed in selected schools on a basis of statewide studies of types and geographic distribution of the socially, educationally, culturally deprived as well as physically and mentally handicapped.

Finance Statements:

1. Students, upon enrolling in a vocational program, are entitled to current and appropriate instruction, specialized services, and a competent certificated teaching staff as heretofore described.

2. The State should continue to maintain a high level of financial support for vocational education.

3. Minnesota students, regardless of residence, should have access to vocational-technical training appropriate to their needs, interests, and abilities.

4. School plants and facilities are a vital portion of the vocational education system; the State has a responsibility to contribute to local capital outlay and debt service requirements.

5. The weighted pupil unit of 1.5 is appropriate for area vocational-technical school students.

6. Foundation aids for students attending AVTS should be distributed according to the same policies established for other public school pupils.

7. Work adjustment centers should be cooperatively funded by all agencies having a responsibility for students to be served.

PART V

CRITERION STATEMENT FOR SPECIAL EDUCATION IN THE STATE OF MINNESOTA

General Criterion Statement

Although it is generally agreed that all children in our society have a right to equal educational opportunity, it is readily recognized that equal opportunity does not mean identical educational programs for all children. A basic purpose of the Special Education mechanism in school districts is to provide a functional organization serving both as a catalytic agent in program development and also as an operational program arm of the school. Special Education attempts to modify, insofar as possible, the interfering differences in the learning characteristics of children who are handicapped, or, when this is not feasible or appropriate within the regular education program, to accommodate to these differences in the development of special instructional systems. In Minnesota, the legislature has determined that every school district shall provide or make provisions for special instruction and services for school age children who are handicapped as a result of a physical or sensory deficit, mental retardation, emotional disturbance or who otherwise exhibit special behavior problems. While the overall purpose of elementary and secondary education is embodied in Special Education goals, the availability of the Special Education program specifically enables the handicapped child to benefit to the maximum of his ability, which in turn, helps assure that the human resources in our society will be more fully utilized.

Categories of Instruction and Service:

*1. Every district shall provide an approved speech correction and language therapy program to all eligible children.

*2. Every district shall provide an approved program of instruction and service for all educable retarded children.

*3. Every district should provide an approved program of instruction and service for trainable retarded children.

*4. Every district shall provide an approved home —hospital instruction program for all eligible children.

*5. Every district shall provide an approved program of instruction and services for all children with special learning disabilities.

*6. Every district shall provide or make provisions for an approved program of instruction and services for all eligible hearing impaired children.

*7. Every district shall provide or make provisions for an approved program of instruction and services for all eligible visually impaired children.

*8. Every district shall provide or make provisions for an approved program of instruction and services for all multiple handicapped children.

*9. Every district shall provide or make provisions for an approved program of instruction and services for all crippled/orthopedically handicapped children.

10. Every district should provide instruction and services appropriate to the special needs of all culturally and economically disadvantaged children and should consider adjusting or modifying the existing curriculum as necessary.

11. Every district should provide instruction and services appropriate to the special needs of all gifted students.

Program Statements:

*1. Preventative, restorative, and rehabilitative programs shall be provided to all eligible school age children. Such programs should take into consideration all aspects of child development.

*2. Extension of programs downward to the preschool level for those children who have not attained school age, and to their parents, is desirable. Correspondingly, extension upward to age 21 of appropriate vocational evaluation, training and work experience programs is necessary for secondary students who can benefit.

3. Department of Education program standards for eligible handicapped school age children should apply to the educational programs provided by the State Department of Corrections, State Department of Public Welfare, and other private and public agencies in "off-site" school residential settings. Children should receive curricular offerings which

are as comprehensive as those in the public school program.

4. Special Education programs for all eligible students at pre-school, elementary and secondary levels should provide an appropriate and comprehensive approach to include (a) readiness for language, numbers, reading, etc.; (b) social development; (c) motor development and perceptual training where necessary; (d) mobility and orientation experiences and (e) programs of parent consultation.

5. Integration of handicapped students into regular classroom programs is crucial but should carefully follow guidelines which consider the specific needs of the student and his educational goals.

6. Programs for handicapped students at the junior high school and senior high school level should adapt and modify the normal curriculum as necessary, and include components for pre-vocational at the junior high school level and for both pre-vocational and a specific vocational (modified work-study) curriculum at the senior high school level. In this respect, consideration should be given to development of post high school programs for these students (vocational training programs).

7. All eligible students at all levels in the program should be enrolled in a suitable program of physical education or adapted activities unless physical or emotional factors make this inappropriate.

8. Every eligible child should be entitled to summer school experiences which (1) emphasize enrichment, (2) investigate new methods of instruction, or (3) may not be available to the student during the normal school year. These summer programs should be interpreted as academic, cultural, vocational or recreational in emphasis.

9. Special education programs for pre-school, elementary and secondary age students should include provisions for on-going parent consultation as an integral component of the total special education service.

10. Every child with speech and language impairment should receive a minimum of 60 minutes of speech and language therapy per week.

*11. Homebound and hospital instruction shall be provided to all eligible children K - 12th grade for a minimum of 5 hours a week subject to the physical or mental condition of the student.

12. Home and hospital instruction should be coordinated directly with the on-going instructional program, and the curriculum should parallel, in so far as possible, the curriculum in the grade to which the student is regularly assigned.

*13. Homebound instruction shall be made available to all pregnant school age students who have not completed high school or its equivalent.

14. All school age children who for any reason have been excluded, expelled or excused from regular attendance should be reported on an annual basis to the Commissioner of Education.

Pupil Service Statements:

1. The school district should be responsible for the development of a system for screening all pre-school children which results in the early identification of children in need of special services or instruction.

*2. Every child shall have available to him the following diagnostic services: educational, psychological, psychiatric, neurological, social case work, general medical, dental, orthopedic, audiological, opthomological. In many instances it is desirable to provide these services in school settings, however, in some cases schools may wish to contract with appropriate community agencies for some or all of these services.

*3. To be placed in a special education program, the student shall be recommended for such a placement by the school district's designated child study mechanism. Recommendations from non - school agencies should be considered, but final placement action is the joint responsibility of the local school district and the Commissioner of Education.

4. All school districts should work out systems of referral to other service resources which deal with those aspects of children's problems which go beyond the school districts' responsibility. Appropriate supportive resource services may include:

a. Health services (medical, dental)
b. Psychiatry
c. Physical therapy
d. Consulting psychology and case services

*5. On-going evaluation services for every child enrolled in a special education program shall be an integral component of the child's educational program.

6. The services of a vocational adjustment coordinator for evaluation, job training and placement should be available to all eligible students.

*7. All students returning to public schools from intensive treatment facilities or private and State institutions shall be evaluated to determine their need for placement in special education programs.

8. School districts, through their designated agent, should be responsible for articulating, coordinating, and developing cooperative working relationships among all agencies providing services to handicapped children.

*9. School districts shall make arrangements for the provision of special transportation or board and lodging for handicapped children when:

a. The student's handicapping condition prohibits his riding the regular school bus.

b. The student's schedule does not coincide with the regular schedule.

*10. Upon identification of special service needs of handicapped students, schools shall make appropriate provisions for special assistance when such services are an integral and supportive part of the existing special education program. Such provisions may include:

a. Case work services
b. Parent consultation
c. School psychology
d. Health service (school nurse)
e. Speech and language therapy
f. Occupational therapy
g. Physical therapy

Professional Personnel Statements:

*1. All administrative, instructional, and other essential professional personnel in special education shall meet appropriate state certification requirements, based on the completion of an approved course of study from a college or university approved for the preparation of teachers, administrators, supervisors, and other personnel essential to special education programs.

2. All essential non-school professional personnel utilized by school districts (such as medical and therapeutic) should be appropriately licensed, registered, or qualified by the professional association responsible for developing their standards.

3. School districts may employ attendants and classroom aids in approved special education programs when their services are beneficial to the conduct of the class and result in more efficient use of the teacher's instructional time.

4. A qualified special education person should be employed by school districts to initiate, direct and supervise the special education program. A full time person in this capacity can be justified when the district employs 15 or more full time personnel to make provisions for handicapped children and when the district enrollment approaches 5000 students.

The school board in every district, with an enrollment of less than 5000, should employ or designate a qualified person under an appropriate title, to devote part-time to directing the program, or adopt a plan for cooperative inter-district sharing of administrative personnel. This service may be purchased from a neighboring district, or the district may adopt some other approach for providing direction to the program by qualified personnel.

The board of every district in which 15 or more full-time professional personnel are employed in any one of the disability areas should employ or designate a full-time person, appropriately qualified to supervise the special program in that disability area. The board of every school district in which less than 15 but 10 or more professional personnel are employed in any one of the disability areas, should employ or designate a part-time person to provide supervision to the program.

School districts may cooperatively employ and share supervisory personnel, or adopt some other plan to provide appropriate supervision to programs in individual disability areas when each district is unable to provide appropriate supervision by itself.

5. Teaching personnel in approved public school programs located in "off-site" facilities should be supervised by the qualified supervisor from the district in which the facility is located.

6. All professional personnel in special education should have access to a continuing process of in-service training.

7. The following ratios of special education teachers to handicapped students enrolled in programs are generally accepted as maximum limits:

Speech and Language Therapy	1 — 60
Mentally Retarded	1 — 15
Special Learning Disability	
Resource	1 — 15
Self Contained Class	1 — 8
Hearing Impaired	
Hard of Hearing	1 — 10
Deaf	1 — 8
Pre-School	1 — 4
Vision	1 — 15 (variable)
Orthopedic	1 — 10

In addition, supplemental (tutoring) programs are available to handicapped children, depending on need, for limited periods varying in length during the school day. The ratio of teacher to students during the period of instruction is as follows:

Individual supplemental	1 — 1
Group supplemental	1 — 4

School Statements:

1. Students should be housed in elementary or secondary attendance centers consistent with the age of the student.

*2. Special classes and programs of individual and group supplemental instruction shall operate in association with an approved elementary or secondary school. "Off-site" facilities may be utilized in those instances where appropriate space is not available in the public schools and are subject to the approval of the Commissioner of Education.

3. Instruction and services for handicapped children should be provided to the child at a school but when necessary, the child may be transported to the service. Functional needs and treatment considerations are critical criteria in judging whether transportation should be given and in what form.

*4. The length of the school year shall be the

same for handicapped students as for the normal child unless special considerations indicate otherwise.

*5. Students in special classes for handicapped children shall be in session the same number of hours per day as students in comparable regular classes unless identified handicaps require special time modifications.

6. Safety features for children should be provided when appropriate.

7. Space for outdoor activities should be provided.

8. Architectural barriers for handicapped children should be removed. Special provisions such as ramps, elevators, and other devices should be provided according to the needs of the students served.

9. Classroom facilities and other space adequate to the provision of appropriate instruction and services to children should be provided.

School District Organization Statements:

*1. Every school district shall provide or make provisions for special education programs and services for eligible handicapped children of school age and should provide appropriate instructional programs for disadvantaged and gifted children. It should be recognized that the establishment of minimum school district elementary and secondary enrollments, which make it feasible to provide breadth and depth of curriculum offerings in general education, are not applicable as a base for providing *comprehensive* special education programs and services.

2. A). Every school district should make provisions for a testing and screening program which serves as the initial identification of all exceptional students. The screening process should begin at the pre-school age level (2 - 3 years of age is desirable), be routinely available (K - 12) for all new student entrants into a school district, and be available on a continuous basis to all students (K - 12) identified by teachers or other staff members as exhibiting behavior which might signify a need for special diagnosis and services.

B). As a second level of service every school district should make provisions for an evaluation and placement team which will consider all exceptional students identified by the screening and testing process.

Administrative direction and support for operating the testing and screening program and the evaluation and placement team referred to above is possible when school districts approach a minimum K - 12 enrollment of *3,000* students.

3. Every school district should provide or make provisions for intensive educational and medical diagnostic service for those students identified as exceptional in the screening and testing program and who need more comprehensive analysis than that available from the evaluation and placement team. This diagnostic service should be a thorough study of the exceptional student's physical, mental, emotional, and educational symptoms which will lead to the identification of pertinent factors and determine appropriate placement of the student in a special education program and/or provide recommendations for referral or therapeutic treatment. School districts with a minimum K - 12 enrollment of *10,000* students will be able to effectively provide the major share of intensive diagnostic services needed. However, school districts with an enrollment of fewer than 10,000 students will have a greater dependence on cooperative or area wide organizational arrangements and less potential to effectively utilize these special arrangements independently.

4. A recognized incidence rate for mentally retarded children who are readily available for public school programs among the school age population is 2.3% (2.0% educable retarded and .3% retarded).

A school district is able to conduct educable retarded classes on a reasonably efficient basis at the primary (K - 3), intermediate elementary (4 - 6), junior high school and senior high school level when there is a minimum K - 12 school population approximating 3,000 students. However, when a district wishes to operate at least one trainable class at each of two levels (one class for those 13 years of age and under, and one class for those over 13 years of age), it necessitates a minimum K - 12 student enrollment of 6,000.

5. A recognized incidence rate for speech and language impaired children among the school age population is 3.5%. If one speech and language therapist is to be provided in a district on a reasonably effective basis (one therapist for 60 children), the district should have a minimum of 1,700 students in the kindergarten through twelfth grade. However, it would be especially desirable to provide at least one speech therapist to concentrate on the elementary school population and an additional therapist at the secondary school level. A school district with a minimum K - 12 enrollment of 3,000 students would be able to provide services at both the elementary and secondary levels.

6. The incidence rates for hearing impaired, vision impaired, physically and other health impaired, and those children having special learning disabilities, are as follows:

Hearing impaired	.6%
Hard of hearing	.5%
Deaf	.1%

[1]An additional 5% would qualify as handicapped children, many of whom will need special instruction or services at critical points in their educational program.

Visually impaired	.09%
Partially seeing	.06%
Blind	.03%
Physically and other health impaired	2.0%
Physical impaired	1.0%
Chronic health problems	1.0%
Special learning disabilities[1]	1-3%
Seriously emotionally disturbed	1%
Socially maladjusted	2.0%

Many of the handicapped children who qualify for special instruction in conjunction with special classroom programs receive a short period of specialized instruction designed to assist them to adjust to a regular classroom. Many other children are served in conjunction with the regular classroom programs or are transferred from special programs to a regular classroom situation when sufficient progress has been made. Districts with a K - 12 enrollment of 3,000 students will be able to provide supplemental instruction and special resource teachers in special learning disabilities to work with students and regular teachers on a continuous basis in conjunction with placement in a regular classroom.

Providing specialized classroom instruction and services to handicapped children in low incidence areas of disability, particularly the hearing impaired, the visually impaired, the multiply handicapped, physically impaired and the seriously emotionally disturbed, is feasible only when school districts have substantial student populations. The employment of a complete staff to provide teachers for all of the areas described above would require a district K - 12 student enrollment of 20,000 or more, which places a significant burden and responsibility on smaller districts to find ways that services can be purchased or cooperatively developed with other districts.

7. A recognized incidence rate for intellectually superior (gifted) students among the school age population is 2%. A school district with a minimum K - 12 enrollment of 3,000 students would be able to provide modifications in existing curriculum and sufficient program range to accommodate this child so that he can more effectively achieve his potential.

8. A special education instructional materials, processing, preparation and storage center should be readily accessible to all school districts operating special education programs. This center could be a part of a district's overall arrangement for preparing, processing and storing instructional materials at all educational levels and for all programs.

9. All districts operating programs for handicapped and disadvantaged children should have written agreements with Child Development Centers, Community Mental Health Centers, Vocational Rehabilitation District Offices, County Welfare Department and other public and private agencies describing the role and responsibility of each agency and defining the services they will make available to the school.

*10. Each school district shall provide necessary transportation for handicapped children up to one hour per day each way with special adjustments to accommodate the proper placement of eligible students and the appropriate utilization of special education facilities.

Transportation routes and equipment should be such that they promote a minimal amount of student time on school buses or other carriers. Whenever necessary, or when transportation on a school bus or other carrier is not feasible, provisions for board and lodging should be considered.

School Finance Statements:

The statements below are recommendations relating to the financing of special education programs for handicapped children and accommodate certain of the principles set forth in *Education 1967*. These statements reflect the basic philosophy that the State should provide special education financial support which encourages school districts to make available, with little additional cost to the district, all necessary special education programs.

Preliminary to any substantial change in existing philosophy and/or method of special financial support for approved programs in the special education of handicapped children it is imperative that an extensive investigation and careful study be made. We therefore advocate that state support for these programs be continued according to the present method, i.e., special state reimbursement aids for personnel should be distributed on an individual staff member basis outside the basic aid formula, and that in addition, basic foundation aids should continue to be available for program support. Also, special transportation aids, board and lodging aids, and special aids for equipment and supplies should be continued.

Consideration needs to be given at this time to increasing the level of support by making adjustments in the present maximum reimbursement for personnel employed in special programs, as increasing costs are reflected in rising salaries. It is also desirable to increase special state aid for transportation of handicapped children and to request that the Legislature allow special aids for certain pupils who cannot be accommodated in existing programs.

Recommendations are as follows:

1. Special state aid for special education personnel should continue to be distributed on an individual staff member basis. However, the maximum amount reimbursed should be 80% of the average salary of full time special education personnel in the state during the year for which the aid is paid, thus allowing flexibility on a year to year basis. In no case will the maximum amount of special aid for each indi-

vidual employed by the school district exceed his annual salary.

2. When a handicapped pupil cannot be transported on a regular school bus to his educational program, the State shall reimburse the resident district for the approved transportation. Transportation funds may be used to reimburse for expenditures in conveying handicapped pupils within the school plant. Actual transportation costs up to $225 per pupil per regular school year shall be reimbursed. The State shall reimburse an additional amount for summer school, which should be determined by pro-rating the amount available for the regular school year.

When the transportation costs per each handicapped pupil exceed $225 for the regular school year, the State shall also reimburse two-thirds of the excess costs over $225 per each handicapped pupil.

3. When a handicapped child is placed in an approved day school (special school) or residential facility established primarily to serve handicapped children and when the child's educational program is approved by the Commissioner, the State should pay to the resident district 80% of costs charged to the resident district, less the foundation aid per pupil unit payable to the resident district.

The following are approved types of facilities:

a. A special day school or residential facility operated by a public school district and designed to serve the low incidence handicapped, the multiple handicapped, or the most severely handicapped children, either within or outside of the State, or a state residential school outside of the State.
b. A private, non-sectarian residential facility designed to provide educational services for handicapped children either within or outside of the State.
c. A state hospital or private non-sectarian residential center designed to provide care and treatment for handicapped children.

PART VI

CONCLUSION

The reader of this report who is also knowledgeable with the content of *Education 1967* will have observed that the proposed Departmental criteria depart from those recommended in *Education 1967* in a number of areas. In some instances the Departmentally proposed criteria go substantially beyond those found in *Education 1967*.

By way of illustration, some of the statements from Part Three, Secondary School Criteria, are herewith compared with those from *Education 1967*.

	Departmental Criteria	Education '67 Criteria
Educational Program	Identifies 80 curricular offerings as minimal for grades 7 - 12; recommends a desirable level of 145 curricular offerings.	Recommends minimum of 80 curricular offerings, grades 7 - 12.
Pupil Personnel Services	Recommends increased number of counselors and a ratio of one counselor to 300 pupils; recommends school nurse for every 1,500 pupils; recommends social worker for every 1,500 pupils; recommends that all pupils have access to school psychologist.	Recommends increased number of guidance counselors and ratio of one counselor to 300 pupils.
Professional Personnel	Recommends teachers enter teaching after completing the M.A. Degree or Fifth Year Programs or complete the M.A. Degree or Fifth Year Program within seven years after entering teaching.	Recommends Professional Teacher's certificate representing completion of Master's program which must be attained within seven years after entering teaching.
Attendance Area Organization	Recommends following minimum sizes: Junior High — 800 Senior High — 700 Six Year Secondary — 900	Recommends following minimum sizes: Junior High — 500 Senior High — 750 Six Year Secondary — 600
School District Organization	Recommends minimum enrollments resulting in school district of no fewer than 3,000 pupils, with exception only of identified Minnesota counties. Recognizes that some special services cannot be provided by districts of this size and identifies desirability or larger districts or cooperative arrangements among districts.	Recommends minimum enrollments resulting in school district of no fewer than 1,500 pupils unless district encompasses entire county.
Finance	Recommendations in this area are in philosophic agreement.[1]	

[1]Expanded research into educational overburden reported March 3, 1968 by Dr. L. V. Rasmussen, Superintendent, Duluth Public Schools, Duluth, Minnesota identifies fifteen factors in educational programs for which unique and/or additional expense may be determined. Evidence of other factors appears to exist but cost determination is more difficult. The Rasmussen Proposal recommends that aid for educational overburden be extended to any district on a factor basis qualification under a one percent allowance for each factor not to exceed the 15 percent.

As a result of this brief comparison, it is hoped the reader perceives that the Departmental recommendations, which it feels are based upon a reasonable and logical rationale, occasionally exceed in order of magnitude those found in *Education 1967*. This deviation is not to be regarded as an attack on *Education 1967*, but simply recognizes that its recommendations, in some respects, tend to be more descriptive of "What is" than "What should be."

It is held that if substantial educational progress is to occur in Minnesota, the more visionary of those recommendations found in *Education 1967* must be coupled with criteria recommendations found in this report and implemented with all possible clarity.

PART VII

APPENDIX

A. GLOSSARY OF TERMS

Accelerated Programs — Learning opportunities designed to reach beyond the current grade levels of the students, such as college level English for senior high students.

Administrative Units — The school district composed of an area in which an elected board represents the public.

Attendance Areas — That geographic region from which pupils are drawn to attend a particular school.

Average Daily Attendance (ADA) — In a given school year, the *average daily attendance* for a given school is the aggregate days attendance of the school divided by the number of days school was actually in session.

Average Daily Membership (ADM) — In a given school year the average daily membership for a given school is the aggregate days membership of the school divided by number of days school was actually in session.

Certificated — Formal licensing by the State recognizing professional competence evidenced by training and experience.

Co-Curricular Program — Planned activities in music, athletics, clubs and the like which are coordinated and correlated with the instructional program of curricular offerings.

Consolidation Plats — Proposed rearrangement of school district boundaries expressed on a map showing the area to be included.

Curricular Offerings — Specialized areas of instruction or subjects varied in length according to scope and content. (Ex. — history, English, reading)

Educational Overburden — Costs or expenses of instruction unique to a particular setting or location. These may be isolated or identified as a composite of several phases demanding additional expenses of the district providing programs to meet local situations.

Elective Offering — A subject or area of instruction available at the option or choice of a student but not prescribed as a required subject.

Enrichment Programs — Extension and expansion of the regularly planned instruction providing more meaningful and complete learning opportunities for the participants and frequently intended for high interest groups.

Fifth Year Program — Teacher preparation in a planned program beyond the four year Bachelor's degree but not necessarily at the graduate level or a Master's degree.

Foundation Aid — Financial support by the State which is a base amount designed to provide a minimal educational program for all children and generally equalized according to district wealth or ability to pay.

Learning Resources Center — A facility providing library services, listening booths and equipment, independent study space, and consultant services; audio visual, sensory and other aids which should be accessible to pupils.

Learning Stations — The amount of space and equipment needed to adequately provide for the training of one student in a vocational program.

Major — The primary area of teacher competence and specialization indicated by a college or university by stipulated requirements in a particular field.

Middle School — A unique organizational plan whereby the "middle" years of the educational program are housed in a separate school or attendance center. Usually grades 5 - 8 or 6 - 8.

Minor — A secondary or lesser area of teacher preparation and specialization recognized by the college or University through satisfactory adherence to stipulated requirements in a particular field.

Pre-Kindergarten Program — Planned learning experiences provided by competent personnel under a school's direction prior to kindergarten entrance examples: nursery, Headstart.)

Preparatory Training — Special instruction designed to provide initial employment skills.

Prescribed Offering — Required subjects or areas of study as determined by State law, regulation, or local policy.

School Age (Special Students) — Defined as 5 - 21 for retarded children, and 4 - 21 for other handicapped children.

School District Organization — The arrangement of grades within a district, based on attendance areas organization, such as K - 6, 3, 3, or 6 - 6. The school district is an administrative unit.

School District Reorganization — Generally refers to plans whereby parts or all of two or more districts are merged to provide a larger unit and improve instructional program and services.

School Year — The days of a calendar year in which school is in session exclusive of summer school.

Supplementary Vocational Training — Training supplementary to the daily employment of workers enrolled. It must increase their skills or knowledge and improve performance, and keep workers abreast of technological and economic changes in occupations and assist in qualification for advancement.

Vocational Program — Courses of instruction designed to develop the skills and abilities necessary for employment in a specific occupation.

Vocational-Technical Education — Specific preparation for employment in occupations in all fields and levels other than the professional or those requiring a baccalaureate degree.

Weighted Pupil Unit — A method by which the costs unique to instruction at the elementary, secondary, or vocational level are individually identified and differentially weighted for purposes of school district reimbursement.

Work Adjustment Centers — A part of an Area Vocational-Technical School which is organized to provide evaluation, diagnosis, counseling and guidance, occupational exploration, and training and placement of persons with special educational needs. The facility serves youth and adults both in and out of schools.

B. LIST OF VOCATIONAL-TECHNICAL EDUCATION COURSES

Occupational Field	*Number of Schools*
Agricultural related occupations	12
Aircraft occupations	3
Appliance repair	3
Art	3
Automotive occupations	23
Bakery occupations	1
Barbering	1
Business, accounting, clerical, and secretarial	21
Cabinetmaking	2
Chefs and cooks	10
Chemistry, industrial	1
Civil and highway	4
Construction industry	19
Cosmetology	7
Clothing related occupations	6
Data processing	16
Dental assistants	2
Drafting, architectural, mechanical, and technical	18
Electricity and electronics	16
Fluid power technology	2
Food related occupations	4
Machine trade occupations	14
Heavy equipment operation and maintenance	1
Law enforcement	1
Mechanics and machinery repairmen	24
Medical laboratory assistants	3
Nursery-landscape technology	1
Nursing, practical	14
Optical technology	2
Power plant operation	1
Printing and graphic arts occupations	5
Retail floristry	1
Sales and marketing	10
Sheet metal	2
Shoe repair	1
Upholstering	1
Watch repair	1
Welding	16

C. USE OF SYMBOLS

* Asterisk indicates existing rules, regulations, policies and/or statutes.

\+ Denotes curricular offerings which would or might be included in a secondary school providing a minimal offering of 80. Two plus signs precede foreign language in grades 10 - 12 to indicate that a school should provide offierings in at least two different foreign languages. Three plus signs precede industrial arts in these grades for similar reasons. By reducing the number of offerings in these areas, a school might expand in other areas within the minimal 80.

NOTES